

Fall 8-15-2001

ENG 1001G-026: Composition and Language

Jerie Weasmer
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_fall2001



Part of the [English Language and Literature Commons](#)

Recommended Citation

Weasmer, Jerie, "ENG 1001G-026: Composition and Language" (2001). *Fall 2001*. 24.
http://thekeep.eiu.edu/english_syllabi_fall2001/24

This Article is brought to you for free and open access by the 2001 at The Keep. It has been accepted for inclusion in Fall 2001 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

English 1001G:026 Composition and Language
Fall 2001

Instructor: Jerie Weasmer
 Office: 3821 Coleman
 Phone: 6972

e-mail: jrweasmer@eiu.edu
 Hours: ~~M-W-F~~ 9-11 *TR*
 MWF by Appointment

I. Course Description

English 1001G is a writing course designed to familiarize you with a variety of writing demands and to develop your research skills. Attention is given to effective expression, clear structure, adequate development, and documentation of sources. The class will first meet in **CH3120** and in **CH3130** on **alternating weeks**. Please bring two disks to each class.

Texts:

Hacker, D. (1999). *A writer's reference*, 4th ed. Boston: Bedford/St. Martin's.

Harnack, A. & Kleppinger, E. (2000). *Online! A reference guide to using internet sources*. Boston: Bedford/ St. Martin's.

Requirements: You must complete all parts of all assignments to receive credit for the class.

Attendance: One absence will be excused. Each subsequent absence without proof of medical or legal emergency will result in a 10-point grade drop. Ten bonus points will be awarded for perfect attendance.

Students with Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583).

II. Course Objectives

In this class you will

- A. Interview a professional to determine how writing is used in his or her field. Collect writing samples typical of the profession. Analyze the writing. Construct replications of those samples.
- B. Prepare papers that reflect a writing process that includes pre-writing strategies for formulating a thesis, planning and drafting, strategies for revising for clarity and organization, and evidence of polishing. Knowledge of documenting sources will by demonstrated.
- C. Write purposeful, adequately developed paragraphs and sentences that are direct, terse, and structurally appropriate for the ideas expressed and for the intended audience.
- E. Expand awareness of computer data bases for research.

III. Course Format

- A. **Interviewing:** You will prepare a series of interview questions.

- B. **Discussion:** Frequent in-class discussions will focus on writing processes, on computer data bases, on responding to peer writing, and on questions as they arise.
- C. **Peer response:** Sharing of writing at various stages of the writing process will follow a Praise--Question--Polish (PQP) procedure. The following questions will serve as a guide:
1. What do you like about my paper?
 2. Do you have any questions?
 3. Any suggestions for improvement?

V. Evaluation

Course grade will be determined by the following:

1.	In-class writing	50 points
2.	Analysis of Research	100 points
3.	Collaborative Interview/Research	50 points
4.	Portfolio of information	50 points
5.	Peer response	100 points
6.	Oral presentation	25 points
7.	Attitude, participation, modeling	25 points

		400 points

Schedule of Expectations

8/21 Introduction to course. Write about your name. Share.

Introduction to ETIC, desktop, class folders

Assignment: Establish e-mail account TODAY.

e-mail me your

name major(s) and minor(s)

school address and phone number

permanent address and phone number

professional goal(s)

reason(s) why this course has value for you

computer experience

Write a letter defining yourself as a writer. Where do you write best? What kinds of writing do you most enjoy? Most dread? Describe your writing process. What do you see as your strengths? How might you help others in the class? In what areas of composition do you struggle? Where do you hope to improve in the course of this semester? Do you consider computers essential to the writing process? Do you know what field you wish to pursue? If so, what kinds of writing demands do you consider likely for that field? Drop your letter in the class mailbox.

8/23 Respond to letters about other writers in class. Ask questions. Prod for more information.

Explore track changes and insert functions.

Examine prewriting strategies: freewriting, brainstorming, clustering, outlining, picture drawing.

Assignment: Polish piece in essay rather than letterform. Bring hard copy of first draft and revised draft(s) to class on 8/28.

8/28 Silent sharing of/response to polished piece. Compare early to later draft in your response. Does the essay target a specific audience? What indicators do you see? Turn in essays.

- 8/30 Explore the differences/connections between narration and exposition and they ways in which they can complement each other. For example, how would a narrative (story) about a personal experience differ from a reflective essay on that experience? Which would need a thesis?
Assignment: Construct a brief narrative. Note characteristics. Construct an equally brief reflective essay on the same event. How are they similar yet different? When presenting research how can narrative passages help? For example, if you are discussing the kinds of writing required of a social worker describing a case, how might a narrative depicting an individual's circumstances add insights? Bring essays on disk to drop in folder. Remember to save to rft in case your program differs.
- 9/4 PQP essays in small groups.
Assignment: Polish one essay. Attach all drafts (best on top) to submit in hard copy by 9/11.
- 9/6 Discuss/Write thesis statements (function, location, style).
Try reflective, informative, and persuasive thesis statements. How does a thesis serve the audience? Compose an introduction, insert the thesis statement, and give a supporting narrative example. Drop in class folder.
- 9/11 Paired responding to hard copy polished essays. Hand in essays.
Assignment: Write a brief letter (Max. 2 pages hard copy) to your parent(s)/roommate/significant other/me/anybody! attempting to persuade him/her to do/think something. Be sure that your argument is clear and that you give supporting rationale for your argument. ("All the other students are doing it" is typically a weak argument.☺)
- 9/13 Share letter in small groups. What characteristics of persuasive writing are clear? Hand in letters. Discuss interviewing tactics.
Assignment: Write a paragraph describing the field you are researching and why it interests you. Construct a series of interview questions that will help you to uncover information on the kinds of writing expected of professionals in an area that interests you. For example, if you are majoring in business and are interested in banking, you will want to interview a couple of bankers either online or in person. Perhaps they will also be willing to share writing samples with you. Be sure to send a thank you letter promptly after the interview is completed.
- 9/18 Conduct an online search to discover more about the field you are researching. Attempt to establish an online contact who agrees to an interview. You may discover there are chatrooms for professionals in that field or support groups. You may want to explore specific positions at a particular company/ business/service organization.
Assignment: Compile all interview, online research, pamphlets, and other pertinent information. Analyze the writing samples with these materials to draw conclusions regarding the kinds of writing expectations of individuals in the field of your interest. If you are short of information, a quick trip to the Career Services office should be fruitful. If you feel ready to begin drafting prior to class on 9/20, that is fine. Remember to save to disk in rtf.
- 9/20 Develop analysis of data you have collected. Form a thesis statement that serves as central to your findings. Use supporting quotations and data whenever possible. Draft due in hard copy on 9/25. Bring second copy to hand in.
- 9/25 Share analysis in small groups. PQP. Determine what further information is needed.

Assignment: Contact the professionals you previously interviewed if new questions have arisen. Seek additional online information if you have a "hole" in your data. Consult with Career Services for specifics on job availability and writing, degree, and experience expectations in that field. Redraft and polish.

- 9/27 Final draft of analysis due with all data and drafts (In a pocket folder, please).
Be sure that you have done the paperwork and are prepared to send this essay to fulfill your campus portfolio requirement. See eiu.edu/~assess for particulars.
- 10/2 Discuss upcoming group research project. Divide into groups. Draft proposal.
Assignment: Determine area for research to which your group is eager to devote your energy. There are a number of service agencies in Charleston, such as Habitat for Humanity, The Depot, Newman Catholic Center/Student Volunteer Center, Alternate Spring Break, Coles County Homeless Shelter, Hilltop Convalescent Center, Coles County on Aging, and others. Also a variety of business and industry facilities are available for research. If you are interested in recreation there are a number of parks and local activities worthy of pursuit. Also, the EIU campus has a myriad of offices and organizations to discover. Begin to gather sources by interviewing representatives, seeking online information, and seeking the history, organizational structure, and writing expectations of those committed to your organization of choice.
- 10/4-9 In groups or individually examine periodicals to determine discourse communities. Select three journals to analyze. Consider the title of the journal, subjects of articles, kinds of writing, vocabulary, and advertisements. Determine the discourse community who read this journal and the type of article you believe has a good chance of being accepted for publication to this journal. For example, a group of my students had a keen interest in the role of public relations personnel in the medical field. They gathered brochures distributed by Sarah Bush Lincoln hospitals and by the on-campus student health center. They interviewed health personnel in person on campus and via e-mail at Sarah Bush in Springfield to determine the kind of writing expected of health professionals in PR. They also traced the history of SBL's PR department. When presenting your research, you will want to discuss discourse communities and define differences. Explain how language/layout/illustration cues establish the intended audience. Use models of writing composed by professionals to create your own fliers, announcements and even posters.
- 10/11-16 Group conferences. Bring all data. Interview recipients of the organization you are researching for additional insights. Assure them that anonymity will be protected. (MIDTERM)
- 10/18 Bring gathered data for analysis. Delegate responsibilities. What truths do you believe are apparent? Can a thesis be constructed? Determine a structure for your presentation. Free write broad concepts as a group.
- 10/23 Individually freewrite as much as you can about your topic. You may refer to notes, texts, journals, interviews to present information you were responsible for gathering independently. Then join together with your group and work to shape an analysis integrating all that you have determined.
Assignment: Develop this free write into a more organized form, inserting supporting quotations or data to substantiate your claims. Due 11/6.
- 10/25-30 Oral presentations. Expectations are that you will dress and act as a member of the organization you have researched would expect if you were guest speaking at their locale. Define the audience before beginning. You may want to consider audio-visual aids if you believe they will enhance your

presentation. A portfolio of your information may also serve to clarify. We can arrange for Power Point if you choose.

- 11/1 Bring list of sources and *A Writer's Reference* to construct the References page (Due 11/6).
- 11/6 Research essay due including the References page. PQP. Identify any missing links. What voices have been omitted that should be heard. Is enough background information provided to establish the purpose and history of the organization and clarify its existing structure? What do the writing samples tell us about writing expectations for this organization?
Assignment: Final draft due 11/13.
- 11/8 Discussion on primary resources. Data collection. Challenges?
- 11/13 Final draft of group essay due with all gathered data. Compose thank you letters to all who have contributed to the project.
- 11/15 Discuss writer's autobiography (Due 11/29). Examine the writing you have done this semester in your coursework. How do you get started on a writing project? In what ways do you organize what you have to say? What have you come to recognize about yourself as a writer? Where do you go first for information? When is your most productive time to write? Where do you write best? Where is your greatest strength as a writer? Do you feel more confident as a writer? How do you feel about responding to others' writing? About having peers respond to yours? If you could improve in one area of writing, what would it be? How do you approach revision? Have you had any experiences that really shook your confidence as a writer? Do you ever write for pleasure? These are simply jumpstarts. You can take your paper in any direction that interests you. Simply talk about your history as a writer and draw some conclusions. Establish a thesis. Pull in specific examples for support.

11/17–25 **Thanksgiving Break**

- 11/27 Return of group projects. Questions on autobiography.
- 11/29 Writer's autobiography due. Share in small groups. Final draft due 12/6.
- 12/4 Discussion on research. What is research? What sources are viable?
- 12/6 Final draft of autobiography due.
Reflective letter and course analysis due